R E P O R T R E S U M E S

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PROJECT FOLLOW THROUGH, AN INDIVIDUALIZED INSTRUCTIONAL PROGRAM. A PROPOSAL.

DULUTH SPECIAL SCHOOL DIST. NO. 3, MINN.

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THIS PROPOSAL OUTLINES PLANS FOR AN INDIVIDUALIZED INSTRUCTIONAL PROGRAM FOR APPROXIMATELY 100 PROJECT HEADSTART GRADUATES. IN EACH OF THREE TARGET AREA SCHOOLS A "KINDERGARTEN PRIMARY LABORATORY ROOM" WILL BE ESTABLISHED WHERE THE TECHNIQUES OF STUDENT PACING, EXPLORATION, AND SELF-SELECTION WILL BE EMPLOYED. SEVEN PROFESSIONAL STAFF, ELEVEN PARAPROFESSIONALS, AND VARIOUS VOLUNTEERS WILL COOPERATE IN A TEAM TEACHING EFFORT. TO INCREASE STAFF COMPETENCIES, THE PROGRAM WILL OFFER INSERVICE AND PRESERVICE TRAINING. SOCIAL AND CULTURAL ACTIVITIES AND HEALTH, PSYCHOLOGICAL, AND SOCIAL SERVICES WILL BE PROVIDED FOR THE CHILDREN AND THEIR FAMILIES. MOTHERS OF THE HEADSTART GRADUATES WILL PARTICIPATE IN WEEKLY GROUP DISCUSSIONS ON PARENT-CHILD RELATIONS. INTELLIGENCE AND ACHIEVEMENT TESTS AND A SOCIAL MATURITY SCALE WILL BE USED TO EVALUATE PUPIL PROGRESS, AND CHANGES IN TEACHERS' ATTITUDES WILL ALSO BE ASSESSED. IT IS HOPED THAT FUNDS WILL BE MADE AVAILABLE FOR RESEARCH ON THE EFFECTS OF THE PARENT DISCUSSION PROGRAM ON PARENTAL ATTITUDES AND ON THE INTELLECTUAL-SOCIAL DEVELOPMENT OF THE CHILDREN. AN EXISTING "FOLLOW-THROUGH" PROGRAM IS BRIEFLY DESCRIBED. (LB)

a proposal

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PROJECT FOLLOW THROUGH

An Individualized Instructional Program

Submitted by:

SPECIAL SCHOOL DISTRICT No. 3

DULUTH, MINNESOTA

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UD 003 189

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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a proposal

PROJECT FOLLOW THROUGH

An Individualized Instructional Program

Submitted by:

SPECIAL SCHOOL DISTRICT No. 3
DULUTH, MINNESOTA

IDENTIFICATION DATA SHEET

FOLLOW THROUGH PROPOSAL

1. File Control Number (Leave blank)*

2. State Code 33

3. County Code 69

4. LEA Code 3

5. Legal Name of LEA Special School District #3

6. City or Town Duluth

7. County St. Louis

8. State Minnesota

9A. Name of Authorized LEA Representative

L. V. Rasmussen

9B. Signature L V Rasmussen

9C. Telephone (Area Code and Local Number) 218-722-4731

9D. Date August 18, 1967

10A. Name of Contact Person Mr. Terry Churchill

10B. Signature T. V. Churchill

10C. Telephone 218-722-4731

10D. Date August 18, 1967

*For OE use only

PROPOSAL

HEAD START FOLLOW THROUGH

Submitted to the Office of Education
August 21, 1967

Project Title:	THE KINDERGARTEN-PRIMARY LABORATORY ROOM - A FOLLOW THROUGH FOR HEAD START CHILDREN
Submitted by:	The Board of Education of the City of Duluth 226 North First Avenue East Duluth, Minnesota 55802
Initiated by:	Dr. L. V. Rasmussen Superintendent of Schools
Fiscal Officer:	Herbert J. Forsberg Assistant Superintendent and Clerk of Board
Contact Person:	Mr. Terry Churchill Follow Through Project Director

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SUMMARY OF PLANNING PHASE ACTIVITIES

Upon notification of the follow-through planning grant award, numerous meetings, conferences and discussions have been held involving many people from a variety of organizations. The purposes of this involvement have been to develop an organizational structure, coordinate the potential contributions of appropriate agencies, arrive at a concensus of the concept of the program and anticipate the necessary material and human resources necessary to maximize the chances for success of the program. This planning has been conducted with a view toward taking full advantage of the opportunity to create an innovative program in this important area of compensatory education and to structure the program within the guidelines suggested by the funding agencies. The outline which follows only partially reveals the extent of the planning activities.

1. The Director of Elementary Education attended the July 12 conference in Washington, D. C. for directors of pilot follow-through centers.

2. Five persons representing the Duluth Public Schools attended all or part of the seven-day workshop in Greeley, Colorado.

3. The local research and evaluation personnel consulted with Dr. Armin Grams of the Merrill-Palmer Institute, Detroit, Michigan, on the design and selection of instruments for the experimental study of the effects of the parent discussion group part of the program.

4. Meetings were held with the principals of the project schools to explain the follow-through concept, gain their cooperation and determine the feasibility of utilizing these facilities.

5. The ad hoc committee for Head Start (this committee will also serve the follow-through program) of the Community Action Agency met to participate in the planning phase.

6. The parents advisory council was actively involved in the discussions of the follow-through project.

7. Meetings were held with the education chairman of the Duluth Chapter of the St. Louis County Medical Society, Dr. N. E. A. Leppo; the education chairman of the Duluth Dental Association, Dr. Dale Amundson; and a representative of the St. Louis County Welfare Department, Mr. Ralph Burkhead. These meetings served to coordinate the involvement of their respective groups as ancillary component agencies of the project.

8. School officials selected and appointed the professional staff to serve the three centers.

9. The parent discussion group leaders training program was planned. A schedule was made, essential content of the training sessions determined, training materials selected and a staff of resource persons recruited.

10. A review of medical records of Head Start children was made to determine the extent to which the diagnosed health conditions of these children had received treatment and what treatment would need to be initiated or continued under the follow-through program.

11. Plans for the pre-service training of professional, paraprofessional, and volunteer staff has begun. Resource persons are being identified and recruited. This training will begin the week before school opens.

12. Orders for supplies and equipment are being prepared. The final selection of evaluative instruments is now in process.

13. A status report has been made to the Community Action Agency. Dr. Wilkinson of the U.S.O.E. attended this meeting and spoke briefly on the concept of the national scope of the program and their future plans and expectations.

14. The on-site visitation by Dr. Wilkinson resulted in arriving at the solution to several problems and clarifying certain program requirements of the U.S.O.E. for the benefit of the persons involved in developing the program structure.

15. This revised proposal is the culmination of the activities described above. Planning details are not complete at the date of this writing and will necessarily continue up to and beyond the date for the initiation of the program.

FOLLOW THROUGH PROPOSAL

ABSTRACT

The Duluth Public Schools has sponsored and operated a Head Start Program since its inception in 1965. This has been in conjunction with the Department of Economic Opportunity. During this period we have participated in two evaluative studies.

In order that we may find a way to maintain the progress which we have made with children, teachers and parents, the Duluth Public Schools propose to establish a KINDERGARTEN-PRIMARY LABORATORY ROOM in each of three target area schools where there is a high concentration of deprivation. The rooms will be operated on the 'Open School' philosophy. The objectives to be accomplished are threefold:

1. An Individualized Instructional program, utilizing exploration, self-selection and pacing, will provide a compensatory instructional program based on the diagnosed needs of each individual child. The development of instructional objectives written in terms of observable pupil performance will facilitate the selection of appropriate learning experiences and permit the assessment of individual pupil progress.

2. Through a Team Teaching effort, reinforced with pre-service and in-service education, translate the theory of compensatory education into operational language and working tools for the staff of these three target schools.

3. Changes in the attitudes of mothers who have had children in Head Start programs will be attempted through weekly group discussions on parent-child relations. This is expected to reinforce the strengths of the home environment that will influence the child's outlook on education, to create improved patterns of child rearing in the home environment, and modify the attitudes of these parents toward a supportive attitude toward schools, teachers and learning. This project will also provide a vehicle to develop leadership persons from within the ranks of the parents of Head Start children.

Approximately 100 Head Start children, a professional staff of seven persons (full or part time), eleven para-professional workers, and an indeterminate number of volunteers will be an integral part of the program and will include social activities, cultural experiences,

follow through classroom participation, and a year-long series of parent-led discussion group meetings. The staffing pattern and the use of community resource persons and agencies will insure that such ancillary services as health and nutrition, psychological services, and social work services are provided for the children and for their families. An in-service training program is planned to assist the professional staff and the auxiliary personnel to (1) understand the nature of the program and its objectives, (2) develop attitudes compatible with these objectives, (3) clarify roles, and (4) enhance the competencies and skills appropriate to each role and function.

In the evaluation of the program, pupil progress will be measured by intelligence tests, achievement tests and social maturity scales. The change in teachers' attitude will be measured by the Minnesota Teacher Attitude Inventory.

Funds are being sought from other sources to finance an experimental research study of the effect of the parent discussion program on certain attitudes of parents and the relationship of these attitudinal changes among parents to the intellectual and social development of their children who are in the follow through program.

Through the commitment the Duluth Public School staff has to individualized instruction, the intent is to eventually extend the program throughout the District schools. This follow through project will be enlarged if the application to the Mott Foundation for implementation of the community school is approved. Application has also been made by the City of Duluth for a MODEL CITY project which would involve the neighborhoods of some of the target area schools of this project. Other sources of support include Titles I, II and III of P.L. 89-10, P.L. 89-750, and Title XIX of the Social Security Act.

I. DESCRIPTION OF EXISTING PRE-SCHOOL PROGRAM

A. RELATION OF EXISTING PRE-SCHOOL PROGRAM TO TARGET POPULATION

The Duluth Public Schools has sponsored and operated a Head Start Program for pre-school children in conjunction with the Department of Economic Opportunity. The first program was conducted during the summer of 1965. This was followed by a year-round program during the 1965-66 school year. In the summer of 1966 we had a program, "Head Start for Four, Five and Six Year Olds." At present, school year 1966-67, we have a 30-week program. We are funded for a "67 summer program, "Head Start for Four, Five and Six Year Olds."

B. NUMBER OF CHILDREN SERVED BY THE PROGRAM

Summer 1965	135			
School year 1965-66	170			
Summer 1966 - 4-year-olds	194	5-year-olds 142	6-year-olds 153	
School year 1966-67	180			
Summer 1967 - 4-year-olds	210	5-year-olds 210	6-year-olds 210	

C. AMOUNT AND SOURCE OF PROGRAM FUNDING

Summer 1965	O.E.O.	$21,000	Local effort $2,500
School year 1965-66	O.E.O.	64,946	Local effort 11,000
Summer 1966	O.E.O.	22,573	
	Title I	19,000	
	Local	8,768	
School year 1966-67	O.E.O.	124,870	Local effort 22,000
Summer 1967	O.E.O.	100,255	
	Title I	6,012	
	Local	60,492	

II. DESCRIPTION OF EXISTING "FOLLOW THROUGH" TYPE PROGRAM

A. EXISTING COMPENSATORY EDUCATION PROGRAMS

1. The 1966 summer Head Start for four, five and six year olds was a follow-through program for Head Start children who had been in kindergarten for a year and children who had been in grade one for a year. The program was planned to give these children compensatory education based on their needs. The daily program was keyed to the special needs of these children, attention was given to health needs and to nutritional needs, there was in-service training of staff and work with other community agencies to help in planning and to assist the staff. Parents were involved working as

aides, as volunteers, as well as involvement in parent meetings. This program was jointly funded under O.E.O., Title I, and local summer school funds.

2. Our 1967 summer Head Start for four, five and six year olds is a follow-through program for Head Start and for Head Start children who have been enrolled in a regular kindergarten for a year or in first grade. A number of these children had a summer or a year of Head Start and some also had a summer of follow-up. The instructional program is individualized, designed to meet the individual needs of the children. The language development approach will be used to increase the language skills of the children. Attention will be given to the health and nutritional needs. The parent advisory committee and the parent groups of each center have been active in working with the staff in planning the summer program and in recruiting children. In-service meetings for both professional and non-professional workers will be carried on all summer. This program is jointly funded under O.E.O., Title I and local summer school program. This type of funding makes it possible for the program to be available to all areas where disadvantaged children are concentrated.

3. Developmental Rooms for second graders going into grade three is a new phase of our summer school program. These will be located in four target area schools and the instructional program will be self-prescribed tasks as determined by the children. The program will be individualized to the extent that the skill needs of the children will be met, yet many group activities such as field trips, discussion, the arts will be keyed to compensatory education activities.

4. A Skills Clinic has been a part of our Duluth Elementary summer school program for some time. Corrective Reading and Corrective Math are offered in small group tutorial situations for the children who are reading or performing math skills at a level or two below what is believed they are capable of. These differences are carefully diagnosed and a prescribed corrective program is carried on under the supervision of reading clinicians and consultants. The older children in the clinic program have the opportunity to function as tutors for the younger children who are enrolled in the same center. This is mostly for children in grades two-six. It is evolved from a remedial reading

type of summer school of a decade ago to a corrective program and a time for "late bloomers" to 'catch up' with the others. Those children who are handicapped in the beginning with the type of deficiencies observed in the educationally and culturally deprived homes are late starters and need an opportunity to catch up.

5. Compensatory Learning Centers are operated during the school year in five of the target area schools under Title I. Children from grades two through six come to these centers at assigned times for corrective help. Plans are to continue this in seven target area schools under Title I funding during the coming school year.

6. With the transfer of adult education from the Office of Economic Opportunity to the Office of Education with the passage of Adult Education Act of 1966 as Title III of the E.S.E.A. Amendments (P.L. 89-750) two classes of Basic Education have been organized for parents with less than an eighth grade education. Some of the parents in these classes are parents of Head Start children. Application has been made to continue this program during the next school year in the target area schools.

7. Two schools in areas where there is a high concentration of educationally and culturally deprived families have participated this year, under Title I, in an Individualized Instruction Project, grades 1-6. This project will continue during the coming school year.

B. NUMBER OF CHILDREN SERVED IN THESE PROGRAMS

1. 1966 summer Head Start for Four, Five and Six Year Olds

4-year-olds - Pre-Kindergarten	194
5-year-olds - Kindergarten	142
6-year-olds - Grade One	153

2. 1967 summer Head Start for Four, Five and Six Year Olds

4-year-olds - Pre-Kindergarten	210
5-year-olds - Kindergarten	210
6-year-olds - Grade One	210

3. 1967 summer school 'developmental rooms'

Second Graders	60

4. Skills Clinic

Summer 1966	
Grade Three	155
Grade Four	208
Grade Five	207
Grade Six	231
Summer 1967	
Grade Two	308
Grade Three	297
Grade Four	260
Grade Five	229
Grade Six	189

5. Compensatory Learning Centers - 1966-67

Grade Two	25
Grade Three	13
Grade Four	11
Grade Five	6
Grade Six	7

6. Basic Education - Parents

Parents involved 1966-67	60

7. Individualized Instruction

Grade One	87
Grade Two	65
Grade Three	72
Grade Four	72
Grade Five	82
Grade Six	90

C. AMOUNT AND SOURCE OF PROGRAM FUNDING

1. 1966 Summer Head Start for Four, Five and Six Year Olds

O.E.O.	22,573.00
Title I	19,000.00
Local	8,768.00

2. 1967 Summer Head Start for Four, Five and Six Year Olds

O.E.O.	100,255.00
Title I	6,012.00
Local	4,809.60 + 60,492.00 local effort

3. 1967 summer school 'developmental room'

Local	4,809.60

4. Skills Clinic - local

Summer 1966	42,904.50
Summer 1967	56,307.75

5. Compensatory Learning Centers
   Title I 32,000.00
   Local 34,250.00

6. Basic Education Program
   P.L. 89-750 6,000.00

7. Individualized Instruction - two schools
   Title I 100,000.00

8. Remedial Reading Centers - O.E.O.
   School year 1965-66 168,231.00

III. FOLLOW THROUGH PROPOSAL

Overview of the Project

The Duluth Public Schools has sponsored and operated an on-going Head Start Program for educationally and culturally deprived children beginning with the summer of 1965 up to and including the summer of 1967. Application has been made for a full-year program for 1967-68. With each program we have grown in our understanding of the needs of the children who come to us from the economically and culturally deprived areas of our city. In our evaluation and the evaluation of the universities which have conducted studies of our program, we believe that data indicates that a great deal of progress has been made with these youngsters. I.Q.'s have been raised; vocabularies increased; listening habits, observation techniques, group discussion all have been improved; children have been provided with positive models and their academic self-concepts have been enhanced. A respect and regard for learning have been seen in the children. Each child has received much medical and dental work and inroads have been made by our professional staff with the parents.

Through an intensive in-service training program for the staff, a great deal of progress has been made in developing a staff sensitive to the needs of these children and their parents and in establishing a good rapport between staff, children and families.

We have been keenly aware, as have been all others working with Head Start, that gains made can be lost all too quickly if the child continues his learning career in kindergarten and primary grades that are over-crowded. It is in this kind of setting that improved self-image often is lost in failure to keep up and negative habits of learning develop and ultimately the drop-out is nourished.

Based on these experiences and observations we propose the following Pilot Project for a follow-up of Head Start.

-- To establish in three of our target area schools a room which will be called the Kindergarten-Primary Laboratory which will be the center of our pilot project to provide a follow-up of Head Start children.

-- This room will break away from tradition and will not look like a classroom. It will be a comfortable "living room" for the children and their parents. There will be a few rocking chairs, a lounge, perhaps a rug and some lamps.

-- The philosophy of this room will be the "Open School" philosophy. It will be available to children before the regular school hours, during the noon hour and after school, as well as being used during the school day.

-- Flexibility will characterize the use of this room. Involvement of children may not always take part in the room itself. It may be either during or outside of the regular school hours. It may occur as college students take a small group on a special field trip, or it may occur in the home with the family involved in some type of game or play activity together.

-- The ~~K-P LABORATORY~~ M-V ROOM will be equipped with the following:

A Listening Center
- Phonograph - collection of appropriate records
- Tape Recorder - collection of appropriate tapes and blank tapes or cartridges

A Viewing Center
- Filmstrip viewer plus appropriate filmstrips
- Instant Cartridge Movie Projector - 8mm plus appropriate 4-minute cartridge films

A Library Center
- Appropriate books, books and more books
- Children's magazines and newspapers
- Materials for dictating, writing and construction of their own books
- Stage and materials for puppetry

Play Therapy Center
- Appropriate items for dollhouse play and dramatization

Appropriate items for community dialogue
Games for physical activity
Blocks, toys for dramatic play
"Dress-up" box

Learning Centers
Science Learning Center
Mathematics Learning Center
Humanities Learning Center

-- The K-P LABORATORY will make it possible to carry on an Individualized Instructional Program for the Head Start children involved. (described in more detail under C 1, 2, 3)

-- TEAM TEACHING will be the organizational pattern used to accomplish the instructional objectives which will be stated in terms of observable pupil performance where possible.

-- PARENT INVOLVEMENT will be a vital part of this Pilot Project. Not only will parents be used as aides in the K-P Laboratory room, but also in the regular classrooms.

There will be a series of parent group discussions during the duration of the project on parent-child relations. These will be led by mother-aides who will be given special training in discussion leadership. Consultants in the area of child rearing, nutrition, health, education will be made available as requested by the parents. Films will be viewed and role-playing techniques will be used. Through this parent involvement we would hope to see changing patterns of child-rearing evolve as well as changes in home life and attitudes toward learning. This we would expect to bring about Behavior and Attitudinal Modification of Parents.

-- RATIONALE - Theory and research during the last decade have emphasized the importance of early childhood experience through the preschool experiences as well as experiences in the early grades in determining the rate and extent of the child's intellectual development.

The government has shown a concrete commitment to this theory in the form of unprecedented dollars to Head Start and early childhood education programs.

Various new techniques and new curricula patterns are being tried, as well as new organizational patterns in a number of places throught the country (some very promising), but the problem still to be evolved is to translate this theory into non-technical language and working tools for the teacher of the growing child.

This project of the K-P Laboratory is built around the idea that the young child learns the thought process. Then by the right kind of stimuli, interaction and creative arrangement of the environment the child will gradually develop skills and concepts which will enable him to solve problems and deal with the world both rationally and creatively.

These intellectual skills develop through a sequence of related stages. Some children may progress more rapidly than others, but all go through the stages in the same order. By contact with manipulative objects during the early years, the child gradually refines his ideas of comparing, matching and relating things. He recognizes that objects may be classified and related to each other in various ways. By contacts made in the right environment, he becomes aware of his own thinking process and aware that not all people react to things the same way nor in the way in which he does. By many and appropriate experiences with language, he becomes able to use language as a new and very important tool for thinking.

Through the K-P Laboratory kind of situation, through a variety of contacts with the environment, the child gradually forms concrete ideas about objects and events. He enters into the stage which forms the base for all further intellectual development.

A. THE OBJECTIVES OF THE PROGRAM

1. General Objectives

a. Provide in the K-P Laboratories a room with a "home-like" atmosphere where the professional staff, auxiliary personnel, and parents can work together to identify the individual needs of the follow-through children and plan prescriptive learning experience and ancillary services to aid these children in their total development so that they can function successfully in the school setting.

b. To utilize a variety of specialized professional personnel to integrate the separate competencies of these persons for the benefit of the individual children.

c. To bring into intimate association the child's parents and the personnel involved in his school experience in order to make the parents a more effective and positive influence for the child.

2. Specific Objectives for the Teachers

a. Help teachers gain an understanding of the specific deficiencies in the backgrounds of the children which are a product of their disadvantaged environment.

b. Help teachers become aware of underlying positives of the disadvantaged child which can be utilized as a foundation for instructional methods.

c. Help teachers learn to work as a member of a team and to make use of the special competencies possessed by the various ancillary and auxiliary persons who constitute the team.

d. Help teachers recognize the importance of the parents in the process of achieving the desired gains for these children and to learn to work effectively with these parents.

e. Help teachers to become more sensitive to the individual needs of children and to become more skilled in prescribing learning experiences intended to remediate those needs.

f. Help teachers become facile in translating the diagnosed needs of individual children into educational objectives which are stated in terms of observable performance criteria.

g. Help teachers to learn how to provide a climate to which the disadvantaged child can relate and interact so that through supportive efforts and reinforcement the child's self-image and respect can be nurtured.

h. Help the teacher to become more creative in planning activities which will stimulate the interests of these children and enliven their responses.

3. Specific Objectives for the Children

   a. Extend gains made by the Head Start children in a continuing program emphasizing the physical, social, emotional and intellectual development of the children.

   b. Evaluate the particular needs of the individual children, and provide supportive materials and adult help in the classroom to meet these needs.

   c. Provide experiences which will allow the children to express feelings and sense of self through dramatic play, rhythms, art, and literature.

   d. Provide a kindergarten curriculum which will help to compensate for prior experiental deprivation. New experiences both within and outside the classroom will be introduced to encourage manipulation, exploration and investigation.

   e. Recognizing that these children are significantly less equipped with language skills and conceptual formulations than other children, special emphasis will be given in the curriculum towards growth in these areas.

   f. Provide for development of cognitive skills, language arts, social sciences, and mathematics within the content of the curricula, carefully considering the developmental age of follow-through children.

   g. Through diagnosis and treatment, correct the remediable health and dental conditionswhich restrict the child's social, emotional and intellectual development.

   h. Correct the child's nutritional deficiencies by providing a balanced noon meal and supplementary snacks.

4. Specific Objectives for the Parents

   a. To modify the attitudes of these parents toward a supportive attitude toward school, teachers and learning.

b. To reinforce the strengths in the home environment that will influence the child's self-concept in a positive direction.

c. To create improved patterns of child rearing in the home.

d. To improve the nutritional and health patterns in the home.

e. To help these parents become more effective in solving their life problems through acquainting them with available sources of assistance throughout the community.

f. To encourage these parents to take a more active part in the activities of the classroom, the school, and in the community.

B. DESCRIPTION OF STUDENT COMPOSITION IN THE FOLLOW-THROUGH PROGRAM

1. Estimate of the Number of Children to be Served by Grade Level

a.	Head Start - Kindergarten*	92 -
b.	Non-Head Start - Kindergarten*	None -
c.	Nonpublic** Head Start - Kindergarten*	None
d.	Nonpublic** non-Head Start - Kindergarten*	None

2. Estimate of the Number of Children to be Served by Racial and Ethnic Characteristics

		Caucasian	Indian	Negro	Oriental
a.	Head Start	80	5	5	2
b.	Non-Head Start	--	--	--	--
c.	Nonpublic Head Start**	--	--	--	--
d.	Nonpublic non-Head Start**	--	--	--	--

3. Estimate of the Number of Children to be Served by Estimated Annual Family Income

		Under $3000	$3000-5000	Over $5000
a.	Head Start	83	9	--
b.	Non-Head Start	--	--	--

	Under $3000	$3000-5000	Over $5000
c. Nonpublic Head Start	--	--	--
d. Nonpublic non-Head Start	--	--	--

* Only kindergarten children will be involved
** None of the nonpublic schools maintain kindergartens

4. Criteria to be Used in Selecting Pupils to be Served

Pupils selected for the follow-through program will meet both of the following criteria.

a. Economic criteria - All children who were in Head Start programs or who would be oligible for Head Start under the O.E.O. guidelines.

b. Geographic criteria - Children living within the attendance area served by one of the three project schools.

C. INSTRUCTIONAL PROGRAM

1. Educational Needs Found to Exist Among the Children to be Served

The educational needs of these children are as individual as are the needs of any group of children and an individualized approach to meeting these needs will be the key feature of the program. Experience has shown, however, that as a group there is a greater frequency of certain categories of need than is true of non-disadvantaged children and these provide clues to those areas to which the teacher and other staff personnel will be especially sensitive.

The curriculum of the follow-through program will be carefully planned with relevance to each child's cognitive emotional, physical and social development. Each of these elements is recognized as contributing to the child's total development and specifically to success in school and thus his interest in learning. By creating a desire to participate, by helping him to acquire those skills necessary to cope successfully with learning tasks, and by providing the opportunity to gain knowledge about his environment,

he will be more successful in meeting the demands of the school and therefore more likely to develop a positive image of himself as a learner and as a person.

Specific objectives pertaining to the instructional program will be developed in relation to specific needs of individual children. Therefore the following list of needs will be continually adapted to the needs of the children.

a. Language development -- Deficient language development is probably the most serious problem in terms of learning disabilities found among our disadvantaged children. Poor speech articulation; poverty in language usage, grammar and syntax; limited standard vocabulary; and poor auditory discrimination often characterize the speech patterns of these children.

b. Reading readiness -- Lack of discriminatory and perceptual skills, limited experiences and the lack of adult reader models inhibit the disadvantaged child's readiness for reading.

c. Work attitudes -- Short attention span, poor communication skills, the need for immediate reinforcement, and the unfamiliarity with school-related materials are all contributors to the child's lack of positive work attitudes.

d. Number concepts -- Poorly developed number concepts and unfamiliarity with common geometric shapes are evidence of a need for quantitative experiences.

e. Social science concepts -- The disadvantaged child's severely limited experiences beyond his immediate home environment creates a need to widen his horizons and acquaint him with the broader community.

f. Aesthetic experience -- Lack of experience with art media and variety of musical forms are commonly associated with the disadvantaged environment.

g. Nutrition -- A balanced, sufficient and varied diet is a need which the program will seek to remedy.

h. Physical needs -- Lack of regularity in the home and the physical conditions are often detrimental to the child's adequate sleep.

2. The Instructional Organization Scheme

The organizational pattern of this project will be INDIVIDUALIZED INSTRUCTION with TEAM TEACHING as the vehicle to implement the program. The staff will be the key to this project. The team will become very well acquainted with all the children in the previous Head Start programs. They will study their profiles, the preschool inventory tests, all anecdotal records and reports, as well as the medical records and social worker records. One member of the staff will visit each home and learn as much as possible about the child from the parents. This team, under the planning with the director of the program, will then meet with other school staff, the principal, school nurse, school social worker, psychologist, speech clinician and/or others to properly diagnose and plan for the individualized program for the child. Linking the diagnosed need and the individualized instruction is an instructional objective stated in terms of observable pupil behavior.

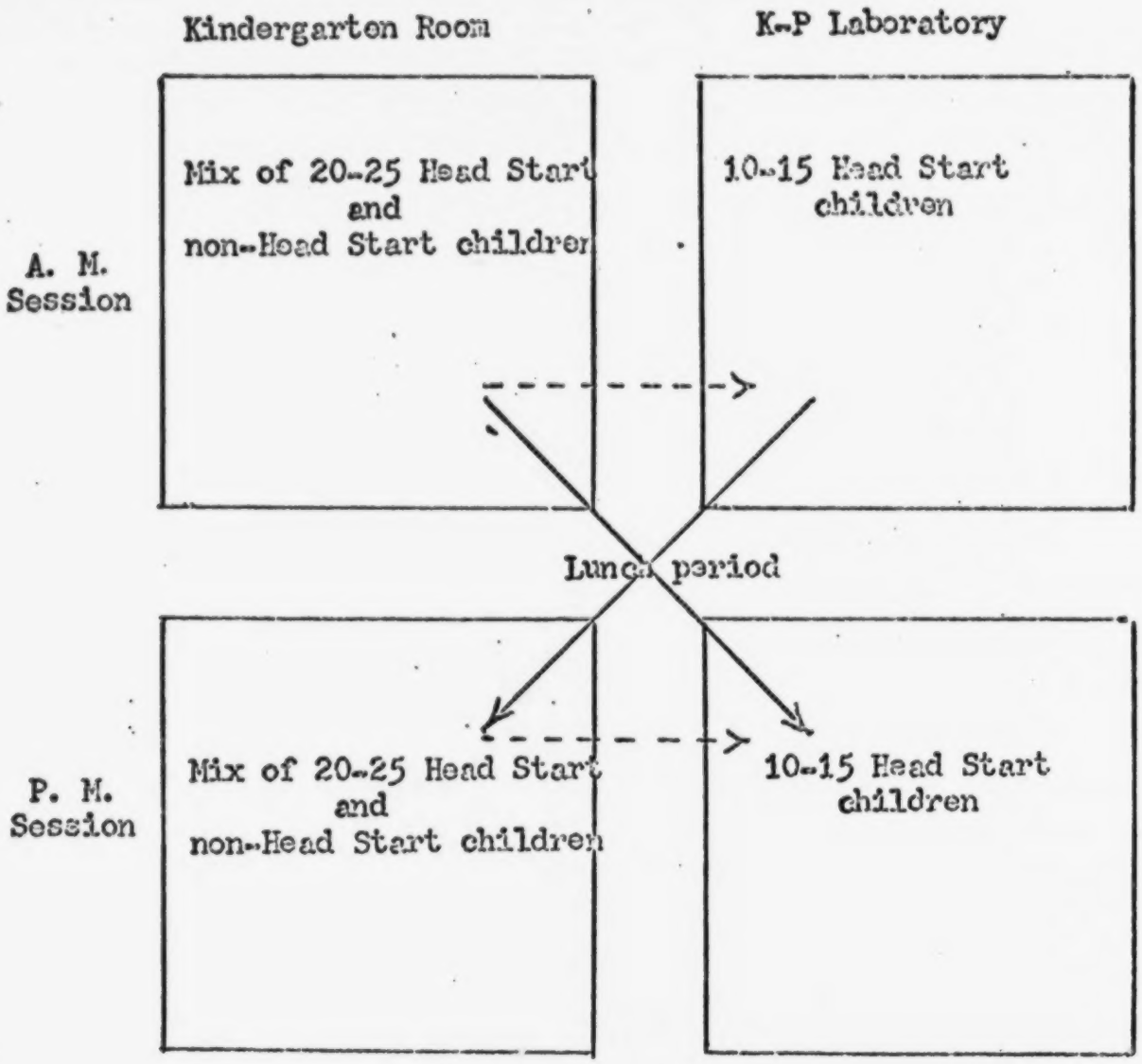
The organizational structure is most clearly explained by reference to graphic representation shown in Figure I.

The diagram in Figure I represents the organizational structure for any one of the three project schools. In each school there will be two groups of children in the follow-through program who have had previous Head Start experience. Each group will have a regular kindergarten experience for half a day and will move to the K-P Laboratory for the extended portion of the day. The two group experiences will be separated by a noon period during which lunch will be served to the follow-through children. The Head Start children who are in the morning kindergarten session will move to the K-P Laboratory for the compensatory follow-through program in the afternoon. The morning laboratory children will move to the kindergarten room for their afternoon activities.

A teacher leader will be responsible for the program in the K-P Laboratory. She will coordinate the work of the auxiliary team personnel and work closely with the regular kindergarten teacher. A mother-aide will be assigned to each group of follow-through children and will provide continuity between the two kinds of experiences by following the children throughout the total school day.

FIGURE I

ORGANIZATIONAL STRUCTURE


Kindergarten Room
K-P Laboratory
A. M. Session
Mix of 20-25 Head Start and non-Head Start children
10-15 Head Start children
Lunch period
P. M. Session
Mix of 20-25 Head Start and non-Head Start children
10-15 Head Start children

While all follow-through children in a given group will move together between rooms across the noon period, there will be provisions for individual children to cross horizontally in time between the kindergarten and the K-P Laboratory whenever it is desirable to do so. This is indicated by the broken lines on the diagram.

The training sessions which will involve both the K-P Laboratory staff and the regular kindergarten teacher will further provide for continuity and articulation.

A predicted advantage for this organizational structure, aside from being the most feasible in terms of staff and space limitations, is that the children can be observed in what would be their regular school experience without the follow-through program. This will provide a situation when their needs would become more readily apparent because of the contrasts with the non-disadvantaged children. It will also give the follow-through child a broadening experience as a result of his association with children from a different environmental background and minimize whatever stigma he may perceive as a result of having a totally segregated group experience.

The K-P Laboratory experience will begin about the second week after school opens. Prior to that time, these children will have only the kindergarten experience. This will delay whatever difficulties a child might have in adjusting to two different group situations immediately and also provide additional time for the pre-service training of the team.

Parents will be encouraged to visit the classroom, providing a closer cooperative relationship between the parent and teacher within the home-like atmosphere in the classroom. Parents will become more familiar with their children's needs and accomplishments and will become involved in the educational process.

3. The Instructional Approaches to be Used in Meeting the Needs Specified in No. C 1. Above

The crucial link between diagnosing needs and prescribing a learning experience is the development of clearly stated objectives. The Duluth Public School System is committed to the belief that only when

objectives are explicit can a teacher arrange an appropriate learning experience. Furthermore, it is considered essential that the instructional objectives be stated in terms of observable pupil performance outcomes if the teacher is to be able to determine when the objective has been reached -- when the task has been mastered to the desired degree. The preparation of these objectives will be a primary responsibility of the teacher-leader, with all team members contributing to the identification of individual needs and suggesting possible appropriate learning experiences.

In the K-P Laboratory the children will have the opportunity, either individually or in a group situation, to explore, to choose some of their own activities, and to proceed at their own rate. The psychologist may wish to observe them working in this setting or the social worker may wish to visit with them. Parents will be invited to watch and/or participate in the activities with their own children.

Parents of Head Start children will resume their group meetings, their parent advisory group and their volunteer work. They will be encouraged to volunteer for service not only in the K-P Laboratory but in the regular room and in the total school program. (Library, lunchroom, playground, office, etc.)

General instructional approaches will be to stimulate the development of the thought processes; provide the stimuli and interaction to develop skills and concepts in problem solving in a sequential manner; and provide the environment to deal with the problems he faces both rationally and creatively.

The specific instructional approaches for each of the needs listed in Part III, C 1. above are as follows:

a. Language development

- Seek to provide continual stimulation to the child to respond verbally, involving adult-child conversation, story-telling, dramatic play, and reading of books.

- Continued stimulation for verbalization on part of children with mechanical devices such as tape recorder, language master, and other such materials.

- Sensitize children to contextual clues and verbal meanings by use of specific materials adapted for this developmental level.

- Provide children with adequate speech models in the classroom and field trips.

- Provide experiences both within and outside the classroom to enrich the children's background experience, increase vocabulary meanings, and encourage creative expression.

- Supplement background experience stimulation with film strips, movies, and slides.

- Engage a speech clinician to help children who have poor speech articulation or other speech defects.

- Promote effective listening habits by providing a variety of auditory tasks and experiences.

b. Reading readiness

- Provide materials which will develop visual discriminatory skills.

- Provide multi-sensory aids to develop keener sense perceptual skills.

- Provide sequential devices and games to develop eye control.

- Provide a wide range of carefully selected books and pictures for enjoyment.

- Introduce labels, name tags, titles of bulletin boards, experience stories.

- Introduce alphabet symbols and identify.

c. Work attitudes

- Develop ability to follow directions from simple to fairly complex.

- Attempt to lengthen attention span in relation to listening skills and task-performance skills.

- Provide continued reinforcement by creating a sense of accomplishment with success.

d. Number concepts

- Familiarize children with set concept and 1 to 1 correspondence through pictures and objects provided.

- Identify cardinal and ordinal numbers and encourage wide usage during play activities, lunchroom activities, etc.

- Recognition of simple geometric shapes - circle, square, rectangle and triangle.

- Linear measurement explained with use of non-standard units such as hand, foot, piece of string, etc.

e. Social science concepts

- Identification of maps or globes and some understanding of his surroundings.

- Field trips, as well as classroom activities, can stimulate this area of development.

f. Aesthetic experience

- Activities will be provided as part of curriculum to satisfy aesthetic interests.

- Encourage participation and self-expression.

g. Nutrition

- Snack time and lunch time will provide opportunities for children to get acquainted with new foods, enjoy familiar tastes, enjoy social interaction, and learn new health habits.

- Number experiences will be meaningful during this period.

h. Physical needs

- Rest and relaxation period will provide opportunity for the children to realize that our bodies require rest.

- Relaxing activities will be introduced.

In keeping with major developmental principles about children's learning and conceptual growth, play and exploration by individual children will be a major learning method. Intellectual stimulation will be provided through an expanded environment, trips, manipulative materials, audio-visual materials, and an atmosphere rich in verbal stimulation and symbolization. The children's need for spontaneous play and free exploration of new materials is evident at this age level, and usually it is only after this self-determined manipulation of materials is satisfied that these activities can be structured for further learning of a more complex nature. This has been accomplished for some during their Head Start experiences; for others, not. Alternating structured with less structured activities will give the children freedom to practice and incorporate into their play these more complex ideas and also more advanced skills which have meaning for some.

The teacher leaders will use flexibility in scheduling to a much greater degree than other teachers because of the five-year-old's immaturity and inexperience. Variations in scheduling will also be related to the range of individual needs for this group of young children.

4. Staff Positions for the Pilot Project

1 (half-time) Project Administrator -- This person is a certificated elementary teacher with administrative ability and having a thorough knowledge of the school system's concept of individualized instruction and with experience in writing performance objectives. His time will be divided between the year-round Head Start program and the follow-through project.

1 (half-time) Program Director -- This person is a certificated teacher with experience in early childhood education who also has training and experience in social work. This person has had two years of experience working in the Head Start program and is recognized for her special competence in relating to parents and in getting them involved in the school program.

3 (full-time) Teacher Leaders -- These are certified elementary teachers with experience in working with preschool or kindergarten children.

1 (half-time) Human Resources Coordinator -- This is an experienced school social worker certified by the State of Minnesota Department of Education and holding a M.S.W. degree.

1 (half-time) Psychologist -- This person is an experienced, certified school psychologist.

6 (full-time) Teacher Aides -- These are mothers of children in the follow-through program.

1 (half-time) School Nurse -- This is an R.N. with additional qualifications for certification as a school nurse.

1 (full-time) Social Work Aides -- These are mothers
2 (3/4 time) from the target school neighborhoods.

1 (half-time) Nurse Aide -- This is a mother from one of the project school neighborhoods.

3 (3/4 time) Classroom Aides -- These are student teachers in training from the University of Minnesota Duluth or the College of St. Scholastica.

1 (half-time) Secretary -- This is a civil service employee of the school district.

Undetermined Volunteer Helpers -- A variety of sources will contribute volunteer helpers. Among the committed organizations are the nurses' training schools of the local hospitals and the University of Minnesota Duluth group leadership classes. Other sources include parents of the children in the program, high school students and volunteers from special interest groups in the community.

The seemingly dual administrative function deserves special explanation. The follow-through project will receive the equivalent of one full-time Project Director, but in practice this will involve two half-time persons. Both will have the same dual relationship to the year-round Head Start program. This arrangement does essentially two things. (1) It facilitates coordination between the Head Start and follow-through programs. Other specialized personnel (e.g. the school psychologist) also serve both programs and this administrative structure is expected to create better articulation between the programs and greater efficiency in the use of staff time. (2) A second benefit is the opportunity for a more effective division of labor. The strengths and special competencies of each can be used to a larger extent as a result of this division thus increasing the over-all effectiveness of the administrative structure. Clearly defined areas of

responsibility combined with a proven record of compatibility eliminates what might otherwise cause a conflict of interest.

In the above list of positions, each group will be served by a teacher leader, a teacher aide, a social work aide, a classroom aide and one or more volunteer helpers. All other staff will serve all three of the project centers.

5. Ratio of Instructional Staff to Children

In each K-P Laboratory class there will be a minimum of one professional (the teacher leader) to fifteen children. This ratio will be reduced as other professional staff are involved, e.g. the school psychologist, the school social worker, the school nurse, etc.

The ratio of auxiliary personnel to children will not be less than 5 to 15 (1 to 3) in each class. This ratio will be further reduced as additional volunteer helpers are available and as the ancillary personnel are actively involved in the laboratory activities.

The regular kindergarten rooms will each contain 20-25 children -- the typical class size in these schools at the kindergarten level. The regular kindergarten teacher will be assisted by the teacher aide who will accompany the follow-through children to the laboratory room. For this kindergarten part of the day, the ratio will be 1 to 10 or 12 adults to children.

6. Training of Staff

In order to accomplish the aims of INDIVIDUALIZED INSTRUCTION and to focus new thinking on WAYS TO OVERCOME EDUCATION DEPRIVATION, in-service training of staff is a must.

There will be a series of pre-service meetings with the professional staff plus the regular class teachers and the principal of the school during the planning period. In the pre-service program the staff will have the opportunity to explore their own convictions on INDIVIDUALIZED INSTRUCTION and EDUCATIONAL DEPRIVATION. They will assess their own needs and plan for their own change in teaching techniques and behavior. Consultants will be made available to them as they request

this help. The project administrator will be a key person in working with the teacher leaders in developing their skill in writing performance objectives.

As soon as the pilot project begins, there will be continued in-service meetings of the professional staff, scheduled on a regular basis, involving the Head Start follow-up staff and the regular staff. This will continue during the entire life of the project. These meetings will deal with:

Individualized instructional objectives
Learning patterns of these children
Diagnosing problems
Educational needs of the culturally and educationally deprived child
Involvement of parents
Changing patterns of child-rearing

Consultants will be made available to the staff as needed. The program director will be responsible for the above training elements with the exception of that pertaining to the preparation of instructional objectives.

Community resources will be tapped for help in this in-service program.

University of Minnesota staff, Minneapolis, Minnesota
University of Minnesota, Duluth staff
College of St. Scholastica staff
Duluth Welfare Agencies
Duluth Mental Hygiene Clinic
Duluth Medical and Dental Associations
Others as needed

In order to provide a minimum of three hours per week for in-service training, the K-P Laboratory will be closed one-half day each week alternating mornings and afternoons. This will mean that the follow-through children will not have this extended day experience once every two weeks. All team members ordinarily assigned to one of the three K-P Laboratory rooms will, however, be free to attend the training sessions. By providing a substitute teacher for the corresponding kindergarten session, the regular kindergarten teacher will also be included in the training program - an essential feature if the training is to be optimally effective. This will also promote the close communication necessary between the kindergarten teacher and the other follow-through staff.

Along with the in-service meetings for staff will be the in-service meetings for volunteers. At times the two groups will meet together, at other times separately. We will attempt to make effective use of these non-professional persons. Although their duties will sometimes be routine, they will be trained to serve as story readers, experience sharers, and guides on trips.

7. Identification of Project School Sites

a. The following three schools have been selected as sites for the follow-through programs:

Irving Elementary School
56th Avenue West and Nicollet Street
Duluth, Minnesota 55807

Jefferson Elementary School
916 East Third Street
Duluth, Minnesota 55805

Lincoln Elementary School
2427 West Fourth Street
Duluth, Minnesota 55806

b. There are no nonpublic school kindergartens in this school district.

D. ANCILLARY COMPONENTS

1. The Health Component

a. Diagnostic Services to be Provided

A very accurate record is being kept by our Head Start nurse. She is making home calls for each child, keeping a current, accurate record of a health history and the results of the physical examination and follow-up program, including immunization. This information is a part of our school records.

It will be the responsibility of the pilot project nurse to study all the records and become familiar with the diagnosis and treatment. She will then be responsible for working with/through the school nurse and medical department to follow through with all recommendations. She will do this

through home visits, school staff conferences, contacts with the family physician, dentist, welfare agencies, etc.

A follow-up on treatment after the diagnosis of a physical or dental health condition is considered mandatory. In preparation for the September follow-through program, a complete review of all Head Start children's medical records was made this summer. It was found that approximately 75% of the referrals had received and completed treatment.

b. Preventive Services to be Provided

The nurse would be responsible for seeing to it that all the series of immunizations were completed. She would insure that fluoride treatment is continued. There are some questionable vision and hearing tests because of the immaturity of the children. The project nurse will recheck all questionable cases.

c. Services Available for Treatment

All children enrolled in the Duluth Public Schools are referred to their own private physician. This procedure has been arrived at through meetings of the Duluth Medical Association and our school Medical Director. Eligibility for the payment of the vouchers is determined in cooperation with the Medical Director of the Welfare Department and the officer of the Medical Assistance program (Title 19). In unusual cases provision for treatment is made to the Miller Hospital (welfare hospital) and to Ordean Charities which provide for the payment of dental treatment bills for eligible families. (The Ordean Charities is a private foundation whose benefactor intended this agency to provide financial assistance to Duluth residents who are temporarily in distress but unable to qualify for public assistance.) The project nurse, in cooperation with the school nurse, will be responsible for all referrals.

d. Coordination of School and Community Health Services

The project nurse will maintain close liaison

with the school nurse, the medical department of the Duluth Public Schools, the education committee of the Duluth medical and dental associations, the Welfare Department and the agencies which provide supportive services. The education committee of the local medical and dental societies have traditionally worked closely with the schools. Referral procedures and fees for examinations have been standardized through this cooperative effort.

The expenditure category for mental and physical health in the budget reflects the level of coordination between the community health services and the school's medical department. The formula ($72 per child x 100 children x 40%) for computing this cost represents the estimated cost per child and the percent of children not covered by Title 19 of the Social Security Act, Ordean Charities, or other non-school sources. The cost figure is based on agreed-upon fees and the experience from Head Start. The percent of cases which are estimated to be dependent upon follow-through funds is 40% -- a figure shown by a review of medical records and vouchers to be true of the Head Start children over the past two years.

e. Health Education for Parents and Children

The project nurse will work closely with the parents making home calls, attending parent meetings, providing health counseling service to individual parents. She will further be responsible for providing health information to the children and for demonstrations of good health practices in the classroom. Dissemination of health information will also be a part of her responsibilities.

2. The Nutrition Component

a. Services to be Provided

Each of the 100 children in the program will be provided with a free snack, both a.m. and p.m., and with a hot lunch at noon.

b. Education Activities

The nutritionist assigned to the program as a consultant will be responsible for the education

activities in connection with nutrition. She will be responsible for following through with referrals from the professional staff of children who are under-nourished. She will meet with mothers at scheduled mother meetings to carry on an education program with them in meal planning, the need for a balanced diet, the role of eating in the development of the child, types of foods, preparing meals within the limits of the families' budgets, etc.

The nutritionist will assist the staff in planning nutritious yet imaginative and appealing snacks and lunches and in helping to get certain youngsters to eat a wider variety of foods.

3. The Social Services Component

a. Services and Activities for Families

The social worker assigned to the pilot project will be a key person. He will become familiar with the child's records and the family history. He will work closely with the schools' social workers in diagnosing family and child needs. He will at all times work with and through the Duluth Public Schools Pupil Personnel Department, coordinating his activities with the activities of members of the department. He will further direct the activities of the non-professional social worker aides.

The social worker and the psychologist, by and large, will work as a team to establish the psycho-social diagnosis of the child and his family as it applies to the child in school. This psycho-social diagnosis would be the basis for the following kinds of follow-up activities:

- Interpretation to the professional team of how this particular child may reasonably be expected to function in a school setting achievement-wise.

- How deficiencies or strengths of the child will affect his school progress or adjustment.

- What particular types of learning experiences will most benefit the child.

- What particular problems, present or incipient, call for recognition and remediation.

- Assist in orientation of professional staff and non-professional staff as to characteristics of the deprived.

In addition there are certain more specific functions of the social worker, most of which are related to the above but which can be identified separately.

- Help to foster and develop a positive attitude toward the school and education on the part of the family.

- Help identify as to both need and eligibility for the program.

- Help the child's family understand their own responsibility and privileges regarding the child's education.

- Help the family become aware of total community resources for social service and their role in the use and support of those agencies.

- Meet with parent groups for interpretation and implementation of the above.

b. Coordination with Community Resources and Agencies

The social worker will be responsible for coordinating the program with known community services and agencies to avoid duplications and promote the most effective combination of service.

4. The Psychological Services Component

a. The psychologist will work with the social worker to provide the staff with a psycho-social diagnosis of the child. (See 3 a.)

b. The psychologist will be responsible for giving individual psychological tests to individual children as needed, and supervise the administration of tests used in the evaluation.

c. The psychologist will observe children in the classroom and in a therapeutic play atmosphere in the K-P Laboratory room to enable a better interpretation and diagnosis.

d. He will work with the family in understanding their child and the needs of the child from the parents'.

e. He will help the family become aware of total community resources for psychological and psychiatric service and their role in the use and support of these agencies.

f. He will meet with parent groups for interpretation and implementation of the above.

E. COMMUNITY INVOLVEMENT

1. Parent Participation

a. Activities Designed for Parents

If we are to attain one of the objectives of the pilot project, it is essential that there be more active parent involvement in the educational program of their children. In some of the evaluation studies of Head Start, the parent involvement has been "What we are doing for these parents," not "What are we doing with them." One of the chief determiners of a child's attitude toward learning is the attitude of the parents. The question the middle class parents will ask is, "How well is my child learning?" or "How is my child progressing in school?" But the parents of the child from a deprived home merely ask, "Is my kid good in school?" The attitudes the parents have toward learning, a formal education, the values they have for their child is reflected in the child's way he sees himself as a learner. Our aim in the parent participation will be to try to modify these attitudes and to reinforce the parents'behavior toward their child and thus create new values and attitudes toward the formal educational program.

A major feature of the parent involvement will be a program of year-long parent discussion group sessions. These groups will meet eighteen times during the school year. The discussion groups will be led by parents who will be recruited for this purpose (mother-aides will be a prime source) and given a 12-hour training program in discussion leadership techniques. Each discussion

session will be a two-hour period -- the first hour used for presenting background information on a topic previously chosen by the group. Resource persons, films, recordings, etc. will be provided upon request from the discussion group. During the second hour the group will meet without the presence of any professional personnel. These groups are to be self-directed and a determined effort will be made to prevent any direction or domination by school personnel or other professional persons. The purpose of this program is to investigate the effect of this procedure on the attitudes of these parents toward their child or children and the school. A research design has been prepared to evaluate this program which includes adequate control groups and the use of several instruments developed for other research projects but with apprent validity for this study. Since federal funds for follow-through are insufficient to finance this research project, funding from other sources is being sought. The parent discussion groups will be conducted whether or not the evaluation can be performed.

b. Parent Participation in Advisory Activities

The Advisory Board of the pilot project will be made up one-half of parents of children in the program, the other half from representatives of the O.E.O., Community Action Board, Welfare Agency, medical society, dental society, optometrists' society, the University, the Duluth Public Schools, the Duluth Parochial Schools, Duluth Mental Hygeiene Clinic and other interested organizations who may request a seat on the board. This Advisory Board is an ad hoc committee of the Community Action Agency.

c. Arrangements to Encourage Parent Participation

Parent participation in the pilot project will be recruited and solicited through these means:

- Recruiting mother aides from the parents of children in the program.

- Soliciting volunteer aides, scheduled on a regular basis, for participation in the program.

- Soliciting volunteer mother aides for special projects.

- Organization and/or continuation of Head Start parent group activities.
  - . Becoming acquainted with the total community
  - . Hobby Shows
  - . Special interest parent groups
- Organization of Head Start Follow-up 'Solo Parent Group'.
- Joint family get-togethers of staff families and Head Start families.
- Head Start Fathers' Nights at target area schools.
- Head Start and Head Start Follow-up study groups organized through the project Title III E.S.E.A., P.L. 89-750. (Basic Education)

2. Recruitment of Volunteers

   a. Means of Recruiting Volunteers

   - Letters will be sent to introduce the need for volunteers in the follow-through program to parents of children.
   - The volunteer program will be explained whenever possible during the home visits prior to the opening of centers.
   - T.V. and newspaper publicity talks and a film presentation of the center and parent activities will welcome people from the immediate neighborhood or total community to volunteer -- including men and women, teenagers to grandparents. Special emphasis will be directed toward educational associations, fraternal organizations, civic clubs, church assemblies, scout troups, and Golden Age groups.

   b. Programming of Volunteers

   - An orientation meeting for volunteers will be held to explain the program in detail.
   - A questionnaire to aid in screening of varied experiences and particular creative talents of volunteers will be used.

- Special volunteer calendars, made by staff, will be displayed in centers enabling parents to schedule volunteer time.

- Volunteers will be included in in-service and staff meetings whenever possible.

c. Recognition of Volunteers

- Special identification badges will be provided for volunteers when they are serving in the centers.

- Appreciation certificates will be presented to volunteers at a special function arranged at the end of the year.

d. Inservice Program for Volunteers

- Introduce volunteers to the staff members, principal, and other team members.

- Make arrangements for volunteers to tour the school building.

- Have periodic meetings for volunteer workers where film presentations will be shown relative to the programming.

- The social worker and program director will meet regularly with volunteer staff to have discussion periods.

- Each volunteer will receive written material explaining her role, scheduling, names of children in center, and general information.

3. Coordination with the Local Community Action Board

a. Plan for Setting up an Advisory Council of the C.A.A.

Upon notification of approval of the planning grant for the pilot project, the Community Action Board created an ad hoc sub-committee from its own members to deal specifically with the Head Start follow-up pilot project. More than half of this total committee consists of parents of children in the program and the remainder are jointly appointed by the Community Action Board and the L.E.A.

b. The Role of the Advisory Council

From the inception of the first idea of the follow-up of Head Start, the L.E.A. staff worked closely with the director and assistant director of the Community Action Board. They have been present at all planning sessions, have reviewed all the ideas presented by Head Start staff, parent advisory groups, elementary principals of target area schools, and the L.E.A. administrative staff. Their ideas and suggestions have been presented at joint planning sessions. The program has been presented, discussed and approved by the Project Review Committee of the Community Action Board, and the chairman of the C.A.B. has acted on their recommendation for approval.

4. Plan for Utilization of Community Resources

a. List of Community Agencies to be Utilized

The services of the following organizations will be solicited and utilized in this pilot project:

St. Louis County Welfare Department
Duluth Mental Hygiene Clinic
Duluth Rehabilitation Center
Duluth Council of Parents and Teachers
Irving P.T.A.
Lincoln P.T.A.
Jefferson P.T.A.
Ordean Foundation
Duluth District Dental Society
St. Louis County Medical Association
St. Louis County Medical Association
Duluth Council of Churches
Y.M.C.A. Board
Y.W.C.A. Board

b. Involvement of Agencies in the Program

As outlined in this pilot project proposal, the staff will work with and through the appropriate agency to provide breadth and depth to the program.

- Health referrals will be made to medical and dental associations. Psycho-social referrals will be made to the proper clinic, rehabilitation center or welfare agency.

- For Assistance with the parent involvement program we will turn to the churches, the P.T.A.'s, Y.M.C.A. and Y.W.C.A.

- For program assistance, consultants and instructional help, we will turn to the professional clubs, the University staff, College of St. Scholastica staff, and our own Duluth Public Schools staff.

5. Provision for the Inclusion of Private School Children

a. Involvement of Nonpublic School Officials

The Duluth proposal for a follow-through program is intended to serve only kindergarten children. Since there are no kindergarten programs in the private schools in Duluth, the program will be conducted solely in public schools. Some of the follow-through children will enroll in private or parochial schools a year hence for first grade. If the follow-through program is continued into first grade next year, the nonpublic school officials will be included in the planning of that program.

b. Services for Nonpublic School Pupils

As explained above, there are no nonpublic school children for whom these services can be provided.

c. Opinions of Nonpublic School Officials

A spirit of cooperation and understanding exists between the parochial and public school officials and there is no reason to think that unresolvable conflicts will arise if and when the program is extended to include children in the grades in the nonpublic schools of Duluth. At this time there is no basis on which the nonpublic school officials can form an opinion relative to pupils in their programs.

F. PROGRAM EVALUATION AND RESEARCH

1. Evaluation of Objectives for Children

a. Extend gains made by the Head Start children in a continuing program emphasizing the physical,

social, emotional and intellectual development of the children.

* * *

The extension of gains will be measured by the administration of pre- and post-test instruments to the children in the follow-through program. The effect of the follow-through program will be evaluated by use of a control group consisting of Head Start children not in the follow-through project and comparing their end-of-the-year scores with those of the experimental group.

b. Evaluate the particular needs of the individual children and provide supportive materials and adult help in the classroom to meet these needs.

* * *

The extent to which the individual needs of children are met will be largely a subjective judgment arrived at by the teacher-leader, the program director and the psychologist. A tabulation of the number of different performance objectives developed for each hild and the diversity of these compared to the objectives developed for other children will be an indication of the extent to which the individual needs have been identified.

c. Provide experiences which will allow the children to express feelings and sense of self through dramatic play, rhythms, art and literature.

* * *

This objective will be evaluated subjectively by the staff from observations of the children in their play and other activities.

d. Provide a kindergarten curriculum which will help to compensate for prior experiental deprivation. New experiences, both within and outside the classroom, will be introduced to encourage manipulation, exploration and investigation.

* * *

A log of activities not ordinarily a part of the kindergarten curriculum will be an indication of the extent to which compensatory experiences have been provided.

e. Recognizing that these children are significantly less equipped with language skills and conceptual formulations than other children, special emphasis

will be given in the curriculum towards growth in these areas.

* * *

Language skills development will be measured by administration of an appropriate pre- and post-test instrument such as the Verbal Language Development Scale published by American Guidance Service, Inc. Observations of the professional staff will also provide a basis for this evaluation.

f. Provide for development of cognitive skills, language arts, social sciences, and mathematics within the content of the curricula, carefully considering the developmental age of follow-through children.

* * *

Providing that performance objectives are properly written (i.e. in terms of observable behavior outcomes) a tabulation of the objectives which have been achieved will be a measure of the cognitive development of these children.

g. Through diagnosis and treatment, correct the remediable health and dental conditions which restrict the child's social, emotional and intellectual development.

* * *

Health records will provide the data to evaluate the extent to which medical and dental treatment has been furnished and the numbers of children for whom the treatment has been successfully completed. It is also intended to tabulate the incidence of occurrence of the various conditions along with treatment costs so that this information can be used in planning for future programs where health services might be a component.

h. Correct the child's nutritional deficiencies by providing a balanced noon meal and supplementary snacks.

* * *

Height and weight growth records kept by the project nurse will be compared to normative data to estimate the extent to which these variables are within the normal range of physical development. Observations by the nurse will serve to identify children suspected of having continuing nutritional deficiencies so that referrals for re-examination by a physician can be arranged.

2. The Research Design, Instruments and Statistical Treatment

Three project schools (experimental groups) were selected for follow-through programs from a population of twelve schools having had Head Start programs. The selection of these experimental groups was based on room availability in the buildings serving these children. Although random assignment of the experimental schools was impractical, there is no apprent bias toward the selected centers. The assumption of unbiased selection will be tested when the children in the control schools are administered the measurement instruments. Four control schools (kindergarten classes) have been chosen for their similarity to the experimental school groups on several variables -- demographic factors and known characteristics of the children.

Where measurement instruments are to be used, pre- and post-test administrations will be performed. Appropriate tests to determine significant differences between the experimental and control groups will be used including chi-square and analysis of variance.

Instruments which are being examined for use in the evaluation include:

Preschool Attainment Record (PAR)
- American Guidance Service, Inc.

Early Detection Inventory
- Follett Publishing Co.

Preprimary Profile
- Science Research Associates

Kindergarten Evaluation of Learning Potential (KELP)
- McGraw-Hill Book Co.

Anton Brenner Developmental Gestalt Test of School Readiness
- Western Psychological Services

Goodenough-Harris Draw a Man
- Western Psychological Services

3. Research Consultation

The Director of Research for the RAND Council, a Title III Supplemental Services Center serving northeast Minnesota, has been engaged to direct the evaluation of the project. He will make use of consultants from the staff of the University of Minnesota for assistance with the statistical analysis.

In addition to the evaluation of the program in terms of effects on children, an experimental research design has been developed to investigate the effect of the parent discussion group activity on the attitude changes among parents. This design provides for experimental and control groups and the use of attitude measurement instruments. Since funds for the follow-through project are insufficient to finance this research, efforts are being made to obtain funds from other sources.

H. TECHNICAL ASSISTANCE

1. Resources

   a. State Department of Education - Title I Division

   b. Educational Research and Development Council of Northeast Minnesota (Title III Supplementary Services Center)

   c. State and Regional O.E.O. Departments

   d. University of Minnesota

2. Roles Played by Each

   a. The resources of the Title I division of the State Department of Education will be drawn upon to assist in the planning of the program. Upon approval of the planning grant, they will be asked to assist in getting the operational project together, in in-service work with staff, and in the evaluation of the project.

   b. The Educational Research and Development Council of Northeast Minnesota will be asked to lend assistance in planning the program, furnishing consultants in all phases of in-service work, program planning and in the evaluation of the pilot project.

   c. The resources of the state and regional O.E.O. offices will be drawn upon to assist us in the planning and carrying out of any operational grant.

   d. University of Minnesota. Staff members of the University of Minnesota will direct the research part of the program.

I. ADMINISTRATION OF THE PROGRAM

1. Plan for Administration

The Duluth Public Schools is the L.E.A. which will administer the program. From the first Head Start program in the summer of 1965 the Duluth Board of Education has given its full support to the program. The Superintendent of Schools, Dr. L. V. Rasmussen, has constantly kept in touch with the progress of the program. Reports of each program, summer and school year, have been given to the Superintendent and the members of the Board of Education. Direct communication has been kept with the entire administration staff of the Duluth Public Schools, Assistant Superintendents, Directors and Supervisors. Reports, color slides and commentary by the Director of Head Start programs have been made to the school board, the welfare supervisors, the medical association, churches and organizations.

The administration of the follow-up of Head Start, pilot project, will be carried on in the same way. It will have the full approval and the support of the Duluth Board of Education, the Superintendent of Schools, and the administrative staff. It will be administered through the regular administrative structure from the Superintendent, Dr. L. V. Rasmussen, down through the Assistant Superintendent for Instruction, Mr. Thorwald Esbensen, the Director of Elementary Education, Mrs. Margaret Swanberg, to Mr. ~~Leroy~~ Terry Churchill, Project Administrator.

2. Director of the Program

The direct administrative responsibility for the program will have a dual structure. (See Section III, C 4. for the rationale behind this arrangement.) Mr. ~~Leroy~~ Terry Churchill, Project Administrator, will be the contact person and will assume most of the administrative duties which are implied for the person described as the "Project Director" in the guidelines. His full assignment will include the same duties for both the Head Start and follow-through programs with equal time devoted to each. Miss Maybelle Peterson, Program Director, will serve in a role most accurately described as supervisory

and consultative to the total program with specific administrative direction of the parent involvement component of the program and the recruitment, assignment and training of the auxiliary and voluntary personnel.

3. Other Administrators Needed

   a. Mrs. Margaret Swanberg, Director of Elementary Education, has served as the Volunteer Director of each Head Start program and she will continue to serve as the Volunteer Coordinator of the follow-through program.

   b. Dr. Richard Weatherman, presently the Assistant Superintendent of the Duluth Public Schools in charge of Pupil Personnel, but who will next year be on the staff of the University of Minnesota, Minneapolis, as Associate Professor, Educational Psychology, will be responsible for the research project "An Evaluation of a Program of Attitude Change of Head Start (Follow-through) Mothers."

   c. Mr. Harris Miller, Director of Research of the RAND Council (Educational Research and Development Council of Northeast Minnesota) will work directly with the evaluation of the program as it relates to the progress of children.

J. MAINTENANCE OF EFFORT

The Duluth Public Schools are committed to a program of individualized instruction for every child. Two elementary schools have individualized all instruction, one school is on its third year of individualized instruction at the fifth and sixth grade level. A new addition to an elementary school will open next fall with twelve fourth, fifth and sixth grades beginning individual instruction. Two new buildings are in their second year of a combined program of individualized instruction and team teaching. Theory in this area is not lacking. For years we have heard and read, "start where the child is" as a way of liberating the child to learn by individualized instruction. We are told to substitute discovery for lecture and emphasize concrete experience before abstraction and recognize that disadvantaged children tend to be "physical learners." We believe the Head Start child must be offered a new opportunity designed to change a life outlook and school learning patterns. It is our purpose to provide Individualized Instruction for these children. This would be a pilot

project with the intent of later developing this program throughout the whole school area where disadvantaged children are enrolled. We consider as our most urgent committment this dissemination and practical application of individualized instruction for accomplishing compensatory education.

The fact that these follow-through children will all receive the benefits of the regular kindergarten program and that the follow-through funds will be used solely to provide the compensatory program and services in an extended day is evidence that no reduction will be made in the level of existing support for the education of these children.

K. DISSEMINATION OF INFORMATION

1. Resources and Methods to be Used to Publicizing the Activities of the Program

   a. The RAND Council Help-mobile -- a mobile teacher-conducted demonstration program for teachers -- has offered to include the follow-through project.

   b. The preparation of pilot project brochure or booklet by the school system will be available upon request.

   c. A series of colored slides telling the story of the follow-through program will be prepared for presentation to other school districts and local organizations requesting the program.

   d. A contract to local T.V., E.T.V., or qualified individual for the making of a colored movie of the pilot project might be feasible.

   e. The preparation of a video tape of the pilot project to be used over closed-circuit T.V. for college or university classes requesting information is a possibility.

   f. The Administrative Assistant in Charge of Publications of the Duluth Public Schools will write the story of the pilot project to be circulated to educational magazines, state and national, and to other news media as requested.

2. Dissemination of Findings

The Educational Research and Development Council of Northeast Minnesota (RAND - a supplementary services center funded under Title III of E.S.E.A., P.L. 89-10) will cooperate with us in the dissemination of information. They plan the publication of a report of the evaluation with distribution to their 39 member school districts in northeast Minnesota with additional distribution to interested agencies or individuals upon request.

L. PROVISIONS FOR VISITATION

The Project Administrator and the Program Director of the follow-through pilot project will be responsible for honoring all requests for visitations. Inquiries will be answered promptly, provision for local arrangements will be made and guides for visiting the pilot project centers will be provided.

We are used to having visitors as many have visited our individualized instruction schools these past several years. We have also had many visitors for the I.T.A., the linguistic reading program, the 'Look-Listen-Learn' experimental reading program, as well as Elementary Economics.

The requests for visiting the follow-through pilot project will be handled with promptness, courtesy and consideration. All requests should be forwarded to the Elementary Education Department, Duluth Public Schools, Duluth, Minnesota 55802, Attention: Head Start Follow-through Project.

M. DESCRIPTION OF COMMUNITY

Duluth is a city of approximately 106,000 population located at the western tip of Lake Superior. The city constitutes an elongated area lying along the lake shore, the harbor and the St. Louis River for a distance of nearly thirty miles. Development within the city is not continuous. Many areas within the city limits remain in a natural state and are held in conservation. Along the entire length of the city there is a sharp rise in elevation from the water's edge. Much of the city is built upon this hillside. The climate is characterized by short, cool summers and a prolonged, often severe, winter. The combination of climatic and geographic features creates special problems in transportation, construction, public services and united community action.

Transportation and shipping are major economic activities and because of their seasonal nature in this region constitute a source of seasonal unemployment. Until a year or two ago Duluth was designated a depressed area.

The growth rate in Duluth has been very slow in comparison with most metropolitan areas. The seasonal employment results in considerable transciency among the lower socio-economic population. The population is predominantly caucasian with a large number of persons of Scandinavian descent. The minority social groups make up a relatively small portion of the total population with a nearly equal distribution of Indian and negro groups. Orientals are a very small minority group estimated to make up less than one percent of the population. The Indian individual probably represents a more serious problem in Duluth than does the negro in terms of discrimination, economic dependence, educational achievement, goal aspiration and acculturation in general.

For a city of its size Duluth is considered to be rich in cultural facilities. The University of Minnesota, Duluth, is a rapidly expanding institution for higher learning. The city also boasts a fine symphony orchestra, community theater, art galleries, museums, and sports and recreation facilities. Its medical services and facilities are considered excellent.

In recent years the outlook for Duluth's prosperity has brightened and there is a new optimism. The city officials have made application for a Model City grant and have reason to be hopeful that this will be approved.

The three areas of the city in which the Head Start follow-through centers are located are characterized by most of the education problems which are inherent in today's inter-city schools. The most critical problems include the following:

1. There is a lack of involvement and identity on the part of the children as well as the parents with their schools.

2. While the intelligence level of the student population as measured by standardized tests is nearly the same as the city as a whole, the achievement level as measured by standardized tests is lower in these areas and is not what could be expected.

3. The attendance rate of students in the schools in these neighborhoods is lower than in the rest of the city.

4. Participation by parents in school affairs is poor in these schools.

5. The drop-out rate of children who come from these schools is considerably higher than in the city as a whole.

6. Aspiration levels of graduates and non-graduates is more restricted in people who emerge from these schools.

7. Educational levels of adults in these communities is considerably lower than in the city as a whole.

N. BUDGET

See attached sheets.

BUDGET WORKSHEET FOR FOLLOW-THROUGH PROGRAM OPERATION GRANT

This budget is to incorporate all expenditures for the Follow-Through Program. Expenditures are to be reported by the source of the funds.

Initiator: Dr. L. V. Rasmussen Duration of proposed activity: 36 weeks

Institution or agency: Special School District #3 Beginning date: September 4, 1967 Ending date: June 8, 1968

Expenditure categories	Follow-Through Funds from OEO	Amount of Follow-Through Funds by Source — Follow-Through Funds from Additional Sources: ESEA Title I	State	Local	Other	Total
I. Personnel	$56,657.00			*14,182		
II. Employee Benefits	$ 5,676.18					
III. Travel	$ 1,125.00					
IV. Consultants	$ 2,000.00					
V. Instruction	$ 3,000.00					
VI. Mental and Physical Health	$ 2,649.60					
VII. Psychological, Social and Pupil Personnel Services	$ 400.00					
VIII. Nutritional Services	$ 7,452.00					
IX. Pupil Transportation	$ 1,366.00					
X. Community Services	$ 2,010.00					

* In kind

Expenditure categories	Follow-Through Funds from OEO	Amount of Follow-Through Funds by Source Follow-Through Funds from Additional Sources ESEA Title I	State	Local	Other	Total
XI. Demonstration and Dissemination						
XII. Physical Plant	$ 2,400.00			*5,400.00		
XIII. Services	$ 600,00					
XIV. Other (Please specify)						
TOTALS	$85,335.78					
XV. Non-Federal Share	N.A.	N.A.				

* In kind

SUMMARY SHEET
FOLLOW-THROUGH PROGRAM

Initiator: Dr. L. V. Rasmussen

Duration of Proposed Activity: 36 weeks

Institution or Agency: Special School District #3

Beginning Date: September 4, 1967

Ending Date: June 8, 1968

FEDERAL SHARE

I. PERSONNEL	Time on Project	Salary	Dates of Employment
½ Project Administrator	50%	$ 6,000.00	9-4-67 to 6-8-68
½ Program Director	50%	6,000.00	" "
3 Teacher Leaders	100%	18,650.00	" "
½ Human Resources Coordinator	50%	5,542.00	" "
½ Nurse	50%	3,125.00	" "
*½ Psychologists	50%	5,542.00	" "
6 Teacher Aides -	100%	10,368.00	" "
3 Social Work Aides	1 - 100% 2 - 50%	3,456.00	" "
½ Secretary	50%	1,500.00	" "
½ Nurse's Aide	50%	2,016.00	" "
*3 Classroom Aides	75%	3,456.00	" "
*3 Volunteer Helpers	100%	5,184.00	" "

II. EMPLOYEE BENEFITS

Professional Employee Benefits

Social Security	4.4%
Teachers' Retirement	5.0%
Workmen's Comp. and Insurances	1.2%
	10.6% x $39,317.00 = $4,167.60

Para-Professional Employee Benefits

P.E.R.A.	8.5%
Workmen's Comp.	.2%
	8.7% x 17,340.00 = $1,508.58

III. TRAVEL

In City and Out City $1,125.00

.075 $7.5 per mile in travel will be allowed.
There are also several mandatory conferences which must be attended.

IV. CONSULTANTS $2,000.00

The Duluth Public Schools Follow-Through Project will allow $50.00 per day for consultative services with $7.5 per mile for travel. We feel that three-fourths of our consultative fees will be in the area of evaluation and research of our project and the remainder to the health, psychological social services and instruction.

V. INSTRUCTION

Supplies	$900.00 per center	$2,700.00
Equipment	$100.00 per center	300.00

VI. COMPREHENSIVE MENTAL AND PHYSICAL HEALTH SERVICES

$72.00 per child times 40% $2,649.60

VII. COMPREHENSIVE PSYCHOLOGICAL, SOCIAL AND PUPIL PERSONNEL SERVICES

Supplies $ 400.00

VIII. NUTRITIONAL SERVICES

$.45 per child per day $7,452.00

IX. PUPIL TRANSPORTATION SERVICES

Bus - from school $.14 per day times 176 days	$ 616.00
Field Trips $5.25 per bus	750.00

X. COMMUNITY SERVICE

Leadership Training Program for Parents	$ 500.00
Group Discussion Activity	750.00
Field Trips	400.00
Meetings - aside from others	360.00

XI. DEMONSTRATION AND DISSEMINATION

These procedures will be handled by the Northeastern Minnesota Educational Research and Development Council, a supplementary services center funded under Title III of the ESEA.

XII. PHYSICAL PLANT

Equipment $2,400.00

These will be home furnishings adaptive to our innovative pilot project.

*Space Costs

$2.00 per sq. ft. x 900 sq. ft. per room x three rooms $ 400.00

XIII. SERVICES

Communications	$ 100.00
Duplication	100.00
Statistical	100.00
Testing	300.00

DULUTH

DULUTH, MINNESOTA 55802

DEPARTMENT OF
ECONOMIC DEVELOPMENT
408 CITY HALL
ROBERT H. HOCH, DIRECTOR

August 15, 1967

To Whom It May Concern:

The Duluth Community Action Board, through its staff, has been closely involved in the planning for the Head Start Follow Through program currently being prepared by the Duluth Board of Education. The Director of the Community Action Agency and the Board of Education's Director of Elementary Education attended a Head Start Follow Through orientation in Kansas City on May 9, 1967. Operational planning for the program was closely coordinated between the two offices during the preparation phase. The Duluth Community Action Board was fully advised of the Follow Through program at its regular May meeting and has been advised monthly of the progress of the application. An Office of Education representative spoke to the Community Action Board at its August meeting and brought them up to date on the status of the program.

It is the opinion of the Board and of the staff that the Head Start Follow Through program is a highly imaginative and potentially successful program. We have followed the Head Start program in Duluth from the summer of 1965 until the present and feel that this project will provide a necessary adjunct to the regular Head Start program.

If you desire any further information please feel free to contact us at any time.

Robert H. Hoch

Robert H. Hoch